Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunity to learn. Inspired by the universal design concept in architecture (Pisha & Coyne, 2001), the UDL framework has been developed by The Center for Applied Special Technology (CAST) to assist teachers in developing curricula that are flexible and supportive of all students. Grounded in brain research, UDL principles align three fundamental learning components with three learning networks in the brain: recognition, strategy, and affect (Rose & Meyer, 2002). A UDL model guides teachers to instructional goals, methods, assessment, and materials to minimize learning barriers and maximize flexibility.

Universal Design for Learning is defined in the *Higher Education Opportunity Act of 2008* as a scientifically valid framework for guiding educational practice that:

A. provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

B. reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Links:

Center for Applied Special Technology
http://www.cast.org/

National Center on Universal Design for Learning
http://www.udlcenter.org/aboutudl